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The Canadian Commission on Human Relations Training sponsored a conference in Toronto in April 1968 to focus on six major concerns of Canadian trainers--trainer development, communication, research, theory and design (of training), public acceptance, and participant satisfaction. In preparation for this conference, it was found that collected research on these six topics was limited to an annotated bibliography published by the Human Relations Center at Boston University containing 40 pieces of research done over the period 1960 to 1966. To augment this collection, this compilation and commentary of 90 items of 1967 research, gleaned from PSYCHOLOGICAL ABSTRACTS (subsections on developmental psychology, social psychology, physiological psychology, animal psychology, experimental psychology, personality, clinical psychology, educational psychology, and military and personnel psychology) was prepared. From these reports, it is concluded that the sensitivity trainer cannot fulfill his professional, ethical, and moral responsibility unless he makes himself familiar with such information. A National Journal on Human Relations Training should be set up to report fully on all relevant research. (aj)

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PSYCHOLOGICAL RESEARCH & SENSITIVITY TRAINING

A collection of annotated abstracts
for 1967.

Compiled by Mr. R.G. Capling

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PSYCHOLOGICAL RESEARCH & SENSITIVITY TRAINING

The first centre for sensitivity training (laboratory training, human relations training, laboratory education) was established in 1947 at Bethel Maine, by the National Training Laboratories, under the joint sponsorship of the Research Center for Group Dynamics at M.I.T., and the National Education Association. This training has spread across the United States and Canada. It is widely used in training leaders, supervisors, managers and organizers in business, labour unions, voluntary organizations, churches and governments. As a method of training it has found its way in various disguises into the content of most leadership training programs - although many organizations are thoroughly opposed to its use in its recognizable "package".

To-day there are 4,500 who have taken the Bethel courses. The American Management Association has trained 2,000 through its similar, Executive Action Course. Robert R. Blake and Jane Mouton have trained 3,000 in their Managerial Grid Program. These represent some of the larger U.S. training programs. In Canada, trainers are equally active, but national statistics are less readily available, primarily because of lack of mutual recognition and communication among trainers and sponsoring bodies.

The critics of sensitivity training list some of the following complaints: the training sometimes results in personality breakdown; there is no clear evidence that the training produces significant improvements; there is a wide range of both methods and competence in those who call themselves "trainers" (this is especially true of Canada, which has no 'National Training Laboratory' although many Canadian trainers are products of Bethel); there is great difficulty in explaining what such training is intended to achieve - and consequently there is much misunderstanding between sponsors, trainers, and candidates; candidates are frequently coerced by management or otherwise pressured to participate in an experience which can be extremely upsetting for certain personalities. While there are reasonable answers for most of these criticisms, trainers themselves have some concerns, not for the significance and impact of sensitivity training as a method, but for the many "unknowns" which are present and which are reflected in some of the criticism.

The Canadian Commission on Human Relations Training (a commission of the Canadian Association for Adult Education) contacted more than 200 Canadian trainers and sponsors of training to determine if there were enough common concerns to justify a national conference on Human Relations Training. A positive response has produced a conference which had registered to its maximum limit, one month before being held, in April, 1968, in Toronto.

The concerns for study expressed by the Canadian trainers were divided into six major topics: 1.) Trainer Development, 2.) Communication, 3.) Research, 4.) Theory and Design (of training), 5.) Public Acceptance, 6.) Participant Satisfaction.

There is little in the way of collected research which is available to the trainer on these six topics. One annotated bibliography published by the Human Relations Centre at Boston University contains 40 pieces of research done over the period 1960 to 1966. There is too little information available about the use of a training tool which can cut into the personality the way a physician's scalpel can cut into flesh.*

Since this Boston collection is probably the best available, it seemed natural to use it as a base on which to add relevant research from recent psychological reports. After searching through one year of the abstracts available in the various sections of Psychological Abstracts 1 a monthly publication of nonevaluative summaries of the world's literature in psychology and related disciplines, it became apparent that to add just 1967's relevant material to the Boston collection, would be like mounting an elephant on an ant. Following is a collection and commentary on 90 items of 1967 research, gleaned from the pages of Psychological Abstracts, and from the sub-sections on; Developmental Psychology; Physiological Psychology; Animal Psychology; Experimental Psychology; Social Psychology; Personality; Clinical Psychology; Educational Psychology; and Military and Personnel Psychology. From these reports it is impossible to escape the conclusion that the sensitivity trainer cannot fulfill his professional, ethical, and moral responsibility unless he makes himself familiar with such information.

The action required is evident: a National Journal on Human Relations Training, which reports fully on all relevant research.

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* As evidence of this growing realization of responsibility, the Ontario Committee on Human Relations Training recently decided not to maintain a directory of human relations trainers, until it could come to a decision on its obligation to those who might select trainers from its directory.

1 Psychological Abstracts. Published monthly by the American Psychological Association Inc. 1200 17th. N.W. Washington, D.C. 20036.

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TRAINER DEVELOPMENT

I. Reports on individual behaviour which have implications for trainer response and intervention.

Is the inner-directed person at an advantage in learning? Should the trainer attempt to identify and treat the two types differently?

4554. Greenberg, Gloria U., and Frank, George H. (U Miami) Personality Correlates of Attitude Change: The Tendency to Alter Attitudes Toward Self in Other-directed and Inner-directed People. Journal of General Psychology, 1967, 76 (1), 85-90. Explored the effect of personality (inner - and other - directedness) on the proclivity to change attitudes regarding oneself. It was hypothesized that other-directed people would be more readily affected by outside evaluations of themselves. Attitudes changed, not within terms of the personality dimension, but in context of the situational factors (College Ss doing academiclike tasks changed aspects of their concept of themselves as a student.

Trainers ought to have thorough training in the "marathon" techniques before using them. The implication is that this technique needs to be controlled by the trainer.

13765. Bach, George R., (Inst. of Group Psychotherapy, Beverly Hills, Calif.) Marathon Group Dynamics: Some Functions of the Professional Group Facilitator. Psychological Reports, 1967, 20(3, Pt.1) 995-999. Because current public interest in marathon group participation is growing, there is an urgent need for providing legitimate psychologists, psychiatrists, sociologists, family and marriage counsellors with training facilities where they can acquire the skills for conducting professional marathon groups. Some of the skills involved are outlined. The destructive effects of "do it yourself" marathons, as evidenced in the problems encountered by "wild" marathon groups, are described. Journal abstract.

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Should the trainer spend time establishing bonds bonds of similarity with participants in order to enhance learning?

1425. Kagan, Jerome; Pearson, Leslie, and Welch, Lois. (Harvard U.) Modification of An Impulsive Tempo. Journal of Educational Psychology, 1966, 57 (6) 359-365. Impulsive first grade Ss were trained to be reflective under two different training conditions. In one group of Ss (N-20) the trainer first persuaded the child that he and the S shared some interests and attributes while the second group (N-20) was not treated in any way that would lead the child to believe he and the trainer shared characteristics. Both groups showed longer response latencies after training. The condition of perceived high similarity to trainer facilitated the training for some girls, but not for boys. Journal abstract.

The importance of the learning environment and of gaining information about each others' choices, in the ability to think strategically.

266. Lumsden, Malver. (U Edinburgh, Scotland) Perception and Information in Strategic Thinking. Journal of Peace Research, 1966,3, 257-277. After a theoretical discussion of the relationship of information and perception to strategic thinking, an experiment is described where these factors are investigated in a series of simple strategic situations. While rarely conclusive, the results are suggestive on several points. The need to gain information about the others' choices seems to be a clear determinant of a. Ss behaviour. Perceptions that the players have of themselves and each other, do relate to the behaviour of each, as measured by the relative proportions of 1 of 2 possible responses over the other. However, the context in which this behaviour takes place, even within the confines of the experimental design, seems to be an even greater influence on perceptions. (Russian summary) Journal summary.

Trainers should recognize the symptoms of anxiety and understand its effects on individual behaviour in the sensitivity training group.

1617. Kaplan, Frances. (Yale U.) Effects of Anxiety and Defense in a Therapy-like situation. Journal of Abnormal Psychology, 1966, 71 (6), 449-458. The major hypotheses were that (1)high-anxious (HA) Ss talk with less spontaneity and affect in an ambiguous condition than in a more structured one, while for low-anxious (LA) Ss, the reverse relationship obtains; and (2) LA Ss talk with less affect and spontaneity than HA Ss. 52 HA and LA men and women were each instructed to talk as a patient might in therapy. 2 sets of instructions used were intended to vary in ambiguity. HA Ss did talk with greater affect and spontaneity than LA Ss, and the predicted interaction with ambiguity occurred. The results suggested that the anxiety scale constituted a measure of defensive style. Further, the usual HA group is not homogenous, but contains at least two sub. groups. (36 ref.) Journal abstract.

7220. Wheeler, Ladd, & Levine, Lewis. (Naval Medical Research Inst., Bethesda, Md.) Observer-Model Similarity in the Contagion of Agression. Sociometry, 1967, 30(1) 41-49. Each S. engaged in a 'discussion' with 2 tape-recorded confederates. The 1st confederate expressed opinions designed to anger the S; the 2nd confederate (the model) then aggressed against the first confederate. Prior to the 'discussion' the S had been made to feel very similar in background to the model, or very dissimilar. Results: Ss who observed a dissimilar model aggressed more toward the instigating confederate than did the Ss who were paired with a similar model. Attitude toward the dissimilar model changed radically as a result of the 'discussion'. Journal abstract.

4522. Worchel, Philip & Schuster, Stephen D. (U. Texas) Attraction as a Function of the Drive State. Journal of Experimental Research in Personality, 1966. 1(4), 277-281. Predicted that (1) the attraction toward a rewarding person would be greater after prior disagreement than agreement, and (2) rejection of a punishing person would be less after prior agreement than after disagreement. The magnitude of the drive state was experimentally manipulated by 3 different sequences of agreement and disagreement with an S's opinion on the solution of a problem case. 60 Ss participated in groups of 5, each member receiving a preprogrammed, randomized set of opinions, ostensibly from the other 4 members. The results showed that: (1) agreeing members were better "liked" than disagreeing members, (2) an agreeing member elicited more positive affect when he followed 3 disagreeing members than agreeing members, and (3) a disagreeing member was less attractive when he was preceded by a disagreeing than an agreeing member. (19 ref.). Journal abstract.

1531. Farina, Amerigo; Holland, Charles H., and Ring, Kenneth. (U. Connecticut). Role of Stigma and Set in Interpersonal Interaction. Journal of Abnormal Psychology, 1966, 71(6), 421-428. Focuses on one condition which seems to influence the role of stigmata in interpersonal relationships. The results indicate that mental illness and the extent to which a person is held responsible for this stigma determine the amount of pain inflicted upon him and how favorably he is evaluated. Responsibility was varied by having a confederate report to the undergraduate Ss either a typical or atypical and pathogenic childhood. A bad childhood mitigated the harshness of the treatment accorded the mentally ill person, but for the normal individual, this experience seems to be as stigmatizing as mental illness itself. The individual perceived as abnormal, either because of mental illness or a poor childhood experience is treated in a harsher manner than the normal. He is also described as less adequate in his performance, although there is no objective basis for this, he is less liked, and Ss prefer no further interaction with him. An interesting implication of comparing the evaluation with the behaviour displayed, is that people can be induced to behave more favorably while retaining all of their dislike and contempt for the stigmatized person. (15 ref.). Journal abstract.

8832. Smith, William P. (Vanderbilt U) Reactions to a Dyadic Power Structure. Psychonomic Science, 1967, 7 (10), 373-374. In a dyad where power and counter-power were determined by the value of each party's alternatives to the interaction, (1) Ss with a more valuable alternative liked their partner less and were more likely to choose the alternative than were those with a less valuable alternative, and (2) Ss with little power both gave a higher estimate of their outcome from the interaction and tended to use their power more punitively than did those with much power. Journal abstract.

12982. Mondy, Lewis W. (Illinois State Pediatric Inst. Chicago) A Failure to Obtain Defensive Projection. Psychological Reports, 1967, 20(3) (Pt.1), 1009-1010. The hypothesis that Ss who have received incompatible information about themselves will tend to project the undesirable attribute onto other persons, particularly those within their own social category, was tested by attempting to induce cognitions of incompetence in college student Ss, then by obtaining ratings of hypothetical characters, ratings of photos of unknown persons, or TAT stories. Although experimental Ss rated self-competence lower than controls, no significant projective effects were obtained at the .05 level on any of the measures employed. Journal abstract.

In order to make successful interventions, and in some cases to protect the personality of the participant, the trainer needs to have all possible information on recognizing behavioural clues to emotional states. The following reports show that much of this information is available, and that trainers can avail themselves of it.

8280. Lorr, Maurice, Daston, Paul and Smith, Iola. (Veteran's Administration, Washington, D.C.). An analysis of Mood States. Educational and Psychological Measurement, 1967 27 (1), 89-96. The mood factors clearly confirmed can be labelled, despression, vigor-activity, fatigue-inertia, tension-anxiety, and anger-hostility. A possible sixth factor variously called, concentration, thoughtful, confusion, and clear thinking seems to be a compositeof 2 factors. Green and Nowlis also identified a social affection factor confirmed by Borgatta. This particular grouping, defined by adjectives such as kindly warm-hearted, and affectionate, will be ignored, as probably defining a stable personality trait rather than a mood state. A Silver.

12180. Weintraub, Walter, and Aronson H., (U. Maryland School of Medicine) (Baltimore) The Application of Verbal Behaviour Analysis to the Study of Psychological Defense Mechanisms: IV. Speech Pattern Associated with Depressive Behaviour. Journal of Nervous and Mental Disease. 1967, 144 (1) 22-28. Using a method of verbal behaviour analysis significant differences were demonstrated between the speech of 45 depressed psychiatric in patients and that of a normal control group. A comparison was made between the depressed speech pattern and psychological defense mechanisms attributed to depressed patients by psychoanlyst Os. Journal summary.

12976. Elkman, Paul, and Friesen, Wallace V., (Langley-Porter Neuropsychiatric Inst. San Francisco) Head and Body Cues in the Judgement of Emotion: A Reformulation. Perceptual and Motor Skills, 1967, 24(3 Pt.1) 711-724. On the basis of new research and the literature, a reformulation of the relation between non-verbal clues and judgements of emotion which specifies 4 types of non-verbal cues and two types of information about emotion is described. (38 ref.) Journal abstract.

What are the effects of uncertainty and of coercion in a free choice situation? A suggestion that participants with a high need to avoid failure may try to make the training experience more painful for themselves, than those with achieved success or neutral motives. Also a suggestion that the establishment of too much of a climate of freedom in a training group, may have a negative effect on willingness to learn from feed-back.

11295. Belanger, Robert M., and Sattler, Jerome M. (U. North Dakota) Motive to Achieve Success and Motive to Avoid Failure as a Capacity to Tolerate Uncertainty in a Pain-Producing Situation. Journal of Experimental Research in Personality 1967 2(2) 154-159. Preference for immediate or delayed shock under three probability schedules was studied in 60 male college Ss classified into three motivational groups: achieve success, avoid failure, and neutral. Electing to receive a shock early in the trial and thereby avoiding a condition of uncertainty was not related to motivational group. Rather the probabilty schedule determined the shock-taking performance. However when information was provided regarding the shock schedule after Ss had elected to receive a shock, there was a tendency for the avoid failure group to receive more shocks. Avoid failure Ss also rated the shock as being more unpleasant. Atkinson's theory receives partial support. (16 ref.) Journal abstract.

2819. Brehm, Jack W., & Sensenig, John. (Duke U.) Social Influence as a Function of Attempted and Implied Usurpation of Choice. Journal of Personality & Social Psychology, 1966, 4 (6), 703-707. The present experiment was designed to test 2 propositions: (1) when a person feels free to choose between 2 alternatives, he will experience "psychological reactance" if someone attempts to tell him what to choose, and consequently, he will attempt to resist the attempted influence: and (2) the amount of reactance and consequent tendency to resist the attempted influence will be a direct function of the possibility of future attempts by another to interfere with one's own choice. Ss who had 2 alternative choices to make were given a message by another (fictitious) person to tell them which alternative to select. A 2nd. experimental condition led Ss to expect they would receive a message from the other person for each of several choices they were to make, thus allowing Ss to infer future attempts to interfere with their choices. A control condition simply exposed Ss to a statement of preference on the part of the other person. Compared to the control condition, in which it was found that Ss were positively influenced by the other person's preference, Ss in both experimental conditions tended to reject the other's influence attempt. However there was little or no effect from the expectation of receiving messages from the other in regard to future choices. Journal abstract.

The following two studies show that anxiety, awareness of difference from the group, and feelings of inferiority or superiority to the group, have an effect on the participant's ability to think independently, take solitary non-conforming positions, and to concentrate. What appears to the trainer to be "inner-direction" could be sometimes produced by lack of awareness of difference with the group, and/or feelings of superiority to the group.

4516. Smith, Kay H., and Richards, Barrie. (Brigham Young U.) Effects of a Rational Appeal and of Anxity on Conformity Behaviour. Journal of Personality and Social Psychology, 1967, 5(1), 122-126. Tested the hypothesis that conformity under group pressure is a form of ego defense against anxiety. 80 Ss selected from 2 introductory psychology classes who differed in pre-test levels of anxiety (Taylor MA Scale) and Tendency to Conform (Over-all Agreement Score - OAS) were subjected to group pressure. Ss from 1 class were given an anti-conformity lecture shortly before the group pressure session. Conformity was positively related to MA Scale. Those who heard the lecture conformed more than those who had not. The effects of the lecture interacted with OAS. Low OAS Ss who had heard the lecture showed high conformity, while similar Ss who had not heard it showed low conformity. The results, in general, support the ego-defense explanation of conformity (15 ref.) Journal abstract.

8284. Singh, B.N. (Bihar U., Muzaffarpur, India) The Influence of Audience Upon Verbal Recall of High and Low Anxious Subjects. Indiam Psychological Review. 1967 3 (2) 154. An abstract of a PhD. thesis which studied "the influence of superior and inferior audience upon the verbal recall of high and low anxious subjects". Ss, selected by Taylor's MA scale, and also considered the effects of various retention intervals and sex on the Ss recall as measured by error, speed, and correct reproduction of nonsense syllables and meaningful words. The experiment determined that (1) The efficiency of verbal recall of high anxious Ss is adversely affected by the presence of a superior audience while not so affected by an inferior audience, (2)neither audience has a significant effect on a low anxious Ss correct reproduction and error, and (3) the influences of both audiences on recall speed are independent of the Ss manifest anxiety level. M.F. Grove.

2. Trainer response and structuring, based on understanding of group interaction and its effects.

The following three studies indicate how participants perceive each other as being helpful or not helpful. Aggressive confrontation is perceived as helpful. Barriers to intimacy are seen as not helpful, and are identified. The value of personality information is also effected by the occupation-status of the informant. (An argument for anonymity in the training group.)

15381. Bach, George R. (Inst. of Group Psychotherapy, Beverly Hills, Calif.) Marathon Group Dynamics: II. Dimensions of Helpfulness: Therapeutic Aggression. Psychological reports, 1967, 20(3 Pt. 2) 1147-1158. Participants in 9 marathon intensive interaction groups were asked to choose the most helpful and least helpful members, and also to provide self and other ratings of the quality of helping and non-helping inter-member contact. A computer-aided word indexing of natural language protocols, descriptive of helpful relationships in therapeutic groups served as an aid to obtaining five dimensions of maximum helpfulness and five for least helpfulness. Sociometric-like questionnaire items, representing these dimensions were answered by 112 participants of marathon sub-groups. The responses support the idea that aggression-confrontation between participants in group therapy contributes as significantly as does warmth-acceptance to the therapeutic value of group interaction. Journal abstract.

15382. Bach, George R. (Inst. of Group Psychotherapy, Beverly Hills, Calif.) Marathon Group Dynamics: III. Disjunctive Contacts. Psychological Reports, 1967, 20(3 Pt. 2) 1163-1172. Reports on the kinds of contacts 112 marathon group members found least helpful or disjunctive. 5 parameters of disjunctive contact were identified as least helpful by the participants. These barriers to intimacy were labelled: strangeness (21%), alienation (27%), narcissism (15%), disjunctive communication (11%), and aggression-phobia (26%). Clinical description of the nature of these disjunctive contacts and some statistical differences between sub-groups are presented. The discussion focussed on the two most unconscious ways of alienating self from others, narcissism and disjunctive communication. Implications of the data on strangeness, alienation, and aggression-phobia are mentioned. Journal abstract.

11834. Rosenbaum, Milton E. (U.Iowa) The Source of Information in Impression Formation. Psychonomic Science, 1967, 8(4), 175-176. Ratings of the value of personality information provided by persons identified by occupational title were obtained. In a subsequent experiment, rated value of a communication source was found to affect the favorability judgements of fictitious persons these sources described Rated likeability of the sources affected favorability judgements less discriminatively. Journal abstract.

These following four studies have implications for a trainer's decision about participant anonymity, and about likely inter-group acceptance of communications after group frustration or after having formed judgements about the toward-the-group and conforming behaviour of individual participants. These factors have a definite influence on group acceptance of individual communications. Report 8815. suggests it would be wise for the trainer to begin with the group under the assumption that the group is opposed to the training it is about to receive. (If it is his intention to be persuasive.) This report also implies that more disagreeing behaviour may be expected between those who are basically in agreement, than those who are not.

11833. Richey, Marjorie H., McClelland, Lucille & Shimkunas, Algimantas M. (St. Louis U.) Relative Influence of Positive and Negative Information in Impression Formation and Persistence. Journal of Personality and Social Psychology, 1967, 6(3), 322-327. University students were given inconsistent positive and negative blocks of written narrative information from which to rate the character of a stranger. ½ received the information in positive-negative order, and ½ in negative-positive. Ratings were made after each block of information and again 7-9 days later. Initial ratings based on single univalent paragraphs were significantly altered in both groups by subsequent incompatible information but the

change was not equally permanent for both orders of presentation. Whereas originally positive impressions were lastingly changed by negative information, originally negative impressions which had been revised upwards, became significantly more negative again within 9 days. Replication with different information about the stranger (inversion of original content) yielded the same results. Journal abstract.

8815. Mills, Judson & Jellison, Jerald M. (U. Missouri) Effect on Opinion Change of How Desirable the Communication is to the Audience the Communicator Addressed. Journal of Personality and Social Psychology, 1967, 6(1) 98-101. An experiment tested the hypothesis that when an audience feels that the communicator thinks that the communication will be desirable to the audience he addresses, they will be less persuaded than when the communicator thinks the communication will be undesirable to the audience addressed. College students read a speech favoring tripling truck licence fees. Some were told it was delivered to railway men (desirable condition), others, that it was delivered to truck drivers (undesirable condition). Agreement with the communicator was lower in the desirable than the undesirable condition. The results confirm the hypothesis, which provides an explanation for previous findings that overhead communications were more persuasive than regular communications, only when the conclusions were desirable.

11836. Silverman, Irwin & Kleinman, Dale. (State U. N.Y. Buffalo) A Response Deviance Interpretation of the Effects of Experimentally Induced Frustration on Prejudice. Journal of Experimental Research in Personality, 1967, 2(2), 150-153. Based on the contention that previously demonstrated effects of experimentally induced frustration in increasing prejudice may reflect a tendency on the part of frustrated Ss to give socially deviant responses, frustrated and non-frustrated Ss were measured on prejudice and on the tendency to respond in a socially deviant way on 4 attitude scales, not related to prejudice. Frustrated Ss scored higher on both prejudice scales used, significant in 1 case, and approaching significance in the other, and significantly higher on all measures of response deviance. Prejudice and response deviance correlated positively for the frustrated group only. This group showed significantly greater variability on one prejudice scale and 2 response deviance scales, and this effect approached significance for a third. Journal abstract.

1526. Sargent, L., & Webb, T. The Radical Speaker on the University Campus: A Study in Attitude Change. Journal of Communication, 1966, 16(3), 199-212. No significant negative attitude shifts in evaluation occurred on concepts attacked by the radical speaker. But there was evidence of reversed attitude shifts in response to his attacks. Attitudes toward a speaker who was not heard but who became known as a Communist shifted sharply in the direction of disapproval. Several concepts exhibited significant changes which were related to events outside the experimental situation. P. Federman.

THEORY AND DESIGN

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I. Training Goals, Concepts, and Trainer Beliefs

A trainer should be able to express his theory of adult learning and relate it to the goals of sensitivity training.

√471. Bortner, Rayman W.(Veterans Administration Centre, Hampton, Va.) Adult Development or Idiosyncratic Change? A plea for the Development Approach. Gerontologist, 1966, 6(3,Pt.1), 159-164. Empirical evidence has shown that personality changes occur during the adult years. Investigations dealing with the theories of adult development are summarized and the following shared characteristics are noted: (1) they treat biological factors as but 1 set of variables involved in development; (2) development is a function of an interaction process between an individual and his social system; (3) adult development is bound to the culture and to the tasks which the culture imposes; (4) stability in personality functioning is a reflection of relatively stable interaction processes. "The essential argument is that at least some personality changes during adulthood can be conceptualized in developmental terms." The implication is that careful theory-building in this area will permit a "clearer understanding of clinical problems," will provide concomitant increases in the efficiency of therapeutic measures and preventive techniques, and "will lead to a clearer conceptualization of the process of aging." I. Linnick.

Concepts of self - the actual self, the ideal self, and the self others perceive, are often separated and identified in conceptualizing learning in sensitivity training. How real are these theoretical concepts of self? How do they affect behaviour? Does someone with a poor self-concept always attempt to create bad outcomes for himself?

The following two studies indicate the shakiness of these theories. Study 11948. suggests that the ideal self becomes indistinct when separated out from the actual self. The combination of these two concepts into one helps explain why Festinger's theory of dissonance does not test true in the first study. It is the ideal self at work within the actual self which directs behaviour toward a happier future outcome.

Beijk, J. Expectancy, Performance, and Self-Concept. Acta Psychologica, Amsterdam, 1966, 25(4), 381-388. The theory of positive dissonance based on the assumption of positive self-concept, is investigated. To positive and negative expectancy toward a task was added a general positive and negative self-concept as an independent variable, in the expectation that Ss with a negative self-concept would in general strive for a poorer performance than Ss with a positive self-concept. The assumption was not supported: Ss with a low expectancy tried as hard as those with high expectancy to obtain the maximum performance. G. Rubin-Rabson.

11948. Frank, George H., and Hiester, Douglas S. (Veterans' Administration Hospital Brooklyn, N.Y.) Reliability of the Ideal Self Concept. Journal of Counselling Psychology, 1967, 14(4) 356-357. The self ideal discrepancy is being used increasingly in research particularly as a measure of personality change due to pschotherapy or as a measure of adjustment. However, although the reliability of the self-concept has been well-established, that of the ideal concept has not. This study attempts to fill in this gap, for if the self and ideal-self concepts do not have comparable reliabilities, this must be taken into consideration in interpreting the changes in the self-ideal discrepancy that might be recorded from one time to another. The result indicated that the self and ideal self do not have a comparable reliability. Journal abstract.

These three studies combine powerfully to convince that training designs should be long enough to provide time for practice, practice, practice, of behavioural prescriptions - and that practice must take place in a favorable environment!

Training which provides only insight, is of little value, according to these studies. Trainers might devote more time to behavioural prescription activity, followed by assistance in conceptualizing the values and why the new behaviour works better than the old.

11980. Coons, W.H. (York U., Toronto) The Dynamics of Change in Psychotherapy. Canadian Psychiatric Association Journal, 1967, 12(3) 239-245. Two lines of evidence converge to suggest that insight cannot properly be considered the crucial condition for behavioural change in psychotherapy. Current research on personality development suggests that understanding is not enough to ensure adaptive learning. Adjustment to reality depends on repeated trial and check opportunities for an individual's expectations. In psychotherapy, this implies opportunity for interpersonal interaction in a consistently favorable social environment. (French summary) (16 ref.) Journal Summary.

13118. Lamm. Helmut. (Wirtschaftshochschule, Mannheim, W. Germany). Will an Observer Advise Higher Risk After Hearing a Discussion of the Decision Problem? Journal of Personality and Social Psychology, 1967 6 (4, Pt. 1), 467-471. A series of hypotheticl decision situations - The Choice Dilemmas task devised by Wallach and Kogan - was used to measure Ss risk taking propensity. The group members as well as the non-interacting "viewers" (placed behind a one-way mirror) and "listeners" (in a separate room with a loudspeaker) were found to shift toward higher risk. The evidence supports the theory of information exchange as the explanation of the risky shift rather than the theory of responsibility-diffusion. Journal abstract.

15190. Insko, Chester A. and Schoppler, John. (U. North Carolina) Triadic Consistency: A Statement of Affective-Cognitive-Conative Consistency. Psychological Review, 1967, 74(5), 361-376. Attempts to state the conditions under which consistency between attitude, cognitions, and behaviour is to be expected. Attitudes are classified as positive or negative depending on whether the individual feels favorable or unfavorable toward the attitude object or object of affective significance. Cognitions (beliefs about or perceptions of relationships) are classified as positive, negative or null, depending on whether they are perceived as working for or against the formation of a unit or negating positive (or negative) relations. Behaviour is classified as positive or negative, depending on how the individual evaluates it. 2 objects of affective significance associated with cognition are referred to as a cognitive band. Such cognitive bands and the triad of behaviour, cognition, and the object of affective significance are consistent if the product of the signs is positive and inconsistent if the product is negative. The movement toward triadic consistency and away from triadic inconsistency can occur in two basic situations, attitude-belief change following behaviour change, and behaviour change following attitude-belief change. For numerous reasons the former sequence is much more likely to produce triadic consistency, than is the latter (33 ref.) Journal abstract.

The need for recreation during a training course. Recognition of the powerful effect on emotional attitudes of lack of recreational activities. The importance of opportunities for satisfying interpersonal relationships as an important part of the training design. Many participants evaluate this highly after a training experience.

8831. Phillips, Derek L. (New York U) Social Participation and Happiness. American Journal of Sociology, 1967, 72(5), 479-488. The effects of social participation on self-reports of happiness were examined, and attention is focussed on the mechanisms through which the relationship is established. Analysis of the data reveals that, as hypothesized, the greater the extent of participation, the greater the degree of happiness reported. This relationship, it is argued, emerges from the fact that positive feelings are directly correlated with social participation, while negative feelings bear no relation to participation. Thus, the net difference between positive and negative affect, which previous investigators have termed "The Affect Balance Score", is a major determinant of happiness. (25 Ref.) Journal abstract.

7344. Segal, Bernard E., & Phillips, Derek L. (Dartmouth Medical School) Work, Play, and Emotional Disturbance. Archives of General Psychiatry, 1967, 16 (2), 173-179. The emotional adjustment at matriculation, deferred gratification, current emotional status, satisfaction with social life and spare time activities, and intellectual satisfaction were measured in 103 male college students in a consideration of the consequences between scholastic and socializing pursuits. It was found that (1) current emotional status depends as much on leisure participation as it does on previous health or disturbance ... (2) students who defer gratification but who are well satisfied with their intellectual milieu are about as well off as those who do not defer gratification ... (3) deferrers tend to be less satisfied with their social opportunities and .. show more signs of emotional disturbance .. and (4) once disturbed students can and do become healthier .. by participating in leisure activities. Further considerations of the findings are discussed such as the meaning and implications of deferred gratification for a student body of women. Attention is drawn to 'major social psychiatric ... studies which suggest that an absence of satisfying interpersonal relationships is a cause, not just a result of emotional disturbance'. M. F. Grove (24 ref.)

Training in openness should result in increased creative ability.

575. Schulman, David. (U Kansas) Openness of Perception as a Condition for Creativity. Exceptional Children, 1966, 33 (2), 89-94. A creativity test and 2 perceptual tests were given to 89 4th grade children: (1) Drawing Completion Task, consisting of simple line combinations from which interesting drawings were to be made: (2) Changing Figures Test, measuring the ability to see change in a succession of drawings; and (3) Finding of Enclosed Areas Test, and which closed areas had to be found in complex forms. Significant correlations were found between the creativity and perceptual openness tests. Other data were interpreted as suggesting that creativity is dependent upon perceptual openness. The importance of developing tests of creativity and stressing the need for perceptual experiences in school is indicated. Journal abstract.

2. Training Design Methods

The following studies suggest that 1) pre-testing for dominance and abstractness, and composition of groups based on the results of the testing, will produce groups in which a higher degree of learning is assured, and 2) that members can learn how their seating behaviour, if left unrestricted, reflects their placement of each other on the inferior-peer-superior continuum.

8835. Tuckman, Bruce W. (Rutgers State U.) Group Composition and Group Performance of Structured and Unstructured Tasks. Journal of Experimental Social Psychology, 1967, 3(1), 25-40. The central purpose was to document the conception that group performance is influenced by the interaction of group composition and task demands, rather than by group composition alone. Specifically, it was aimed at extending the findings on groups homogeneous and heterogeneous in abstractness. 12 3-man groups performed on an unstructured problem-solving task and on a structured role-following task. ½ of the groups contained more abstract than concrete members, the other ½ the reverse. Some of the groups were homogeneous on both abstractness (Abs) and dominance (Dom), others were homogeneous on 1 and heterogeneous on the other, or heterogeneous on both. Groups of intermediate heterogeneity (homogeneous, Abs; heterogeneous, Dom.) performed most poorly on the structured task and best on the unstructured task while displaying the least amount of group structuring on both. Groups in which abstract Ss predominated, outperformed groups of predominatly concrete Ss on the unstructured task; no difference occurred on the structured task. It is concluded that the effects of group composition are both additive and interactive, and are mediated by task demands as well. G.E. Rowland.

15199. Lott, Dale F. and Sommer, Robert. (U. California, Davis) Seating Arrangements and Status. Journal of Personality and Social Psychology, 1967, 7(1) (Pt.1), 90-95. 3 Questionnaire and one experimental study were designed to explore the connection between location and status. The question in each case was how the S would locate himself vis-a-vis a person of higher, lower, or equal status. The first 2 studies employing paper and pencil diagrams of rectangular tables showed a clear association of the head position with the higher status figure. The third questionnaire study using square tables where all positions were equal suggested that the people sat further from both high and low status individuals, than they did from their peers. The 4th. study involved an experimental test of these findings, in which an S was asked to go into a room and sit at a table containing a surrogate of high, low, or equal status individual. The results showed that Ss sat further from high and low status individuals than they did from their peers. Journal abstract.

Some pros and cons on the marathon. Frustration is correlated with a structuring of the time dimension. We may expect high-frustration individuals or groups to become more anxious in the marathon situation. The first study suggests that the marathon may have the effect of drawing out subsequent non-marathon training sessions - a good reason to place it towards the end of training (and to avoid indiscriminate use.)

14718. Aronson, Elliot and Landy, David. (U. Texas) Further Steps Beyond Parkinson's Law: A Replication and Extension of the Excess Time Effect. Journal of Experimental Social Psychology, 1967, 3(3), 274-285. Ss were "accidentally" allowed either 5 min. or 15 min. to perform a task which could be completed in 5 min.. Ss who were allowed excess time, spent a significantly greater amount of time actually working on the task than those who allowed the minimum time, thus demonstrating Parkinson's Law - that work expands to fill the time available. Subsequently Ss were presented with a second task which was identical to, similar to, or different from the initial task. Of the Ss given the identical task, those who have been allowed excess time on the initial task chose to spend a greater amount of time performing the 2nd. task than those initially allowed minimum time. Thus Aronson's and Gerard's demonstration of the excess time effect was replicated. The design also permitted a test of the extent to which this effect generalized to dissimilar tasks as well as a test of dissonance interpretation of the effect. Results regarding these last 2 aims were suggestive but inconclusive. G.E. Rowland.

13772. Mintz, Elizabeth E. Time-Extended Marathon Groups. Psychotherapy: Theory, Research and Practice, 1967, 4(2) 65-70. Reports on groups of about 8 people, interested in working on their emotional problems who stayed together for 28 hr. over 2 days without stimulation from the outside world. "Participants almost unanimously speak of marathons, immediately afterward, and a year afterward, as a worthwhile and moving experience. H.K. Moore.

11815. Zern, David. (Harvard U.) The Influence of Certain Developmental Factors in Fostering the Ability to Differentiate the Passage of Time. Journal of Social Psychology, 1967, 72(1), 9-17. A cross-cultural study of 29 linguistically independent societies is utilized in order to determine the effect of maternal interaction and/or overall indulgence of the infant during its first year of life on the adult's differentiation of the passage of time. The measurement of the dependent variable is a Guttman scaling of various calendrical devices of the society, such as developed calendar and elaborately differentiation of parts of the day. The results argue for the primary importance of overall indulgence, with maternal interaction (as a separate phenomenon) clearly in a secondary role, in the production of an undifferentiated sense of time. Similarly, lack of indulgence (the presence of frustration) is correlated with a structured ordering of the time dimension. (Author abstract)

Interesting findings on competition and co-operation. The use of observers increases the tendancy of groups to adopt methods of (non-aggressive) behaviour: competitive behaviour produces higher quality as well as higher quantity; as expected purely co-operative groups produce the best interpersonal relations; introduction of co-operative alternatives reduces competitive behaviour.

5906. Hornstein, Harvey A., & Deutsch, Morton. (Teachers Coll. Columbia U.) Tendancies to Compete and to Attack as a Function of Inspection, Incentive, and Available Alternatives. Journal of Personality and Social Psychology, 1967, 5(3), 311-318. Pairs of Ss played an experimental game designed to investigate some of the determinants of the tendencies to engage in co-operative, individualistic, and competitive modes of behaviour. Results indicate that the allocation of effort among these alternative modes is associated with the incentive value of the alternative. In addition there is evidence suggesting that the introduction of a co-operative alternative will reduce competitive behaviour proportionately more than the individualistic behaviour. Further, other findings suggest that as the perceived likelihood of being inspected increases, the readiness to engage in aggressive behaviour may decrease. Moreover, providing players with the opportunity to inspect each other, without requiring inspection had no noticeable advantage over a no-inspection condition. Requiring Ss to inspect one another, however, produced higher joint profits. Other findings indicate that the more aggressive member of the dyad, generally profits more than the other player, but Ss in the more aggressive dyads, generally earn less than Ss in the less aggressive dyads. Moreover, aggression results in relatively lower joint profits when the payoff structure favours co-operation rather than competition. Journal abstract.

7247. Julian, James W., & Perry, Franklyn A. (State U, N.Y., Buffalo) Co-operation, Contrasted with Intra-Group and Inter-Group Competition. Sociometry, 1967, 30(1), 79-90. 157 undergraduates participated as members of 4-person laboratory groups under one of three experimental conditions of competition or co-operation. Conditions were created by differential instruction to students as to how their laboratory exercises were to be graded. Measures included an assessment of both the quantity and quality of group performance, participant and O ratings of group process, and participant post-session reactions. The prediction was confirmed that both individual and group competition produce higher motivation and quantity of performance. However, contrary to hypothesis, the quality of performance was also higher for the competitive conditions. The purely co-operative condition yielded the lowest level of group performance, but induced the most favourable personal relations among members. Results suggest the need for qualifications of the usual generalizations drawn from previous studies of co-operation and competition. Journal abstract.

How values are taught and learned. Attitude change and the significance of values in attitude change. The importance of responding to an expressed major change in individual perception, by all members of the group, and the effect of this response on the group.

1932. Smith, B. Othanel. (U. Illinois) Teaching and Testing Values. Proceedings of the 1965 Invitational Conference on Testing Problems. 1966, 50-59. Examples of the more important manipulations of content are given to indicate what is entailed in the "teaching of values" which the author uses as equivalent in meaning to the "teaching of ratings". The value object to be rated and the sort of rating to be made is indicated; the characteristics of the value object are classified; the object is rated; the criteria by which the rating is made are stated and discussed; and evidence is given to support or deny the criteria. Dimensions for which test items may be constructed to test for value achievement are related to the manipulations described. Research findings point toward three conclusions about how attitudes are changed: they can be modified by cognitive learnings; by the way in which the relevant cognitive material is learned; and by the individual's tendency to conform to the attitudes of the group with which he associates. A. Dragositz.

7218. Seitz, Sue B., & Cleland, Charles C. (U.Texas) Changing Existing Attitudes: A Dissonance Approach. Psychological Reports, 1967, 20(1) 51-54. Exp.1 employed dissonant information, ostensibly from peers, as a lever; Exp. II exposed Ss to the situation on which base line attitudes had been established. In Ep. I, the dissonance approach resulted in a significant mean change in attitude; in Exp. II, the resistance to change was also predicted by Festinger's theory, i.e., to have perceived information differently from that reflected in existing attitudes would have resulted in a state of dissonance. Journal abstract.

15389. Willeford, W. Gruppenpsychotherapie und (oder) Symbolbildung. (Group Psychotherapy and Symbol Formation) Psychotherapy and Psychosomatics, 1966, 14(4), 282-297. If the structuring of generally valid (archetypal) material occurs for one of the participants, then he will be freed from his isolation. Through taking up a position in relation to the structured material, all members of the group experience a heightened sense of community and of liberation, not the least the group leader who has to endure and overcome the psychological tension inherent in this therapeutic process. G. Rubin-Rabson.

Some pros and cons on giving advance information on the specific objectives of training. A knowledge of specific objectives produces more effective learning. An awareness of possible painful experiences increases anxiety (which we saw earlier interferes with ability to concentrate and increases conformity) (pp 7.)

12979 Locke, Edwin A. (American Inst. for Research, Washington D.C.) Motivational Effects of Knowledge of Results: Knowledge or Goal Setting? Journal of Applied Psychology, 1967, 51 (4 Pt. 1) 324-329. Attempts to separate the effects of Knowledge of Results (KOR) from goal setting, using a 2x2 fixed-model design. The variables were KOR vs. no KOR, and specific hard goals, vs. "do-best" goals. The goals were representative of the goals typically assigned to KOR and no KOR Ss. No difference was found between the groups, but a significant goal effect was found in favor of Ss given specific hard goals. The results indicate that effects previously attributed to differential KOR were actually due to different levels of motivation produced by the different goals. (30 ref.) Journal abstract.

3830. Bringmann, Wolfgang G. (U Mississippi) Awareness in Experimental Induction of Emotions. Psychological Reports, 1966, 19 (3) (Pt. 2), 1188. Two groups of females (N-63) saw with and without prior warning a film ("Signal 30") depicting serious highway accidents. The Multiple Affect Adjective Check List (MAACL) was completed by all Ss 6 times before and after the accident film to assess changes in anxiety, depression, and hostility. Forewarned Ss and Ss unaware of the film content showed significantly elevated MAACL scores. Aware Ss were significantly more anxious and depressed than naive viewers. Author Abstract.

Pressure to conform, and social expectancy effect the individual's ability to assess his self-concept. Anonymity of group members, and the opportunity early in the group training (before members are aware of much conformity pressure and group norms) are conditions which ought to exist for an independent self assessment to be most possible.

1597. Parker, James. (Board of Public Instruction, Pinelias County, Fla.) The Relationship of Self-report to Inferred Self-concept. Educational and Psychological 1 Measurement, 1966, 26(3), 691-700. - Inquired into the relationship of the self-report and the inferred self-concept, first under conditions which were calculated to reduce the effects of social expectancy, and again when social expectancy was emphasized. The results show that both the self-report and the inferred self-concept remained relatively consistent under the varying conditions. However when the correlations

between the self-report and the inferred self-concept before emphasizing social expectancy were compared with correlations after emphasizing that factor, there was a decrease in the statistical relationship. This suggests that some change did result from the operation of social expectancy. A. Silver.

These studies support each other, and support the use of non-verbal learning methods. Imagery and Physical response are effective teaching tools. If clearly explained (see page 1? report 12979 "Knowledge of Results") non verbal communication and creative art ought to be highly successful methods.

1134. Kunihira, Shirou, and Asher, James J. (Stanford U.) The Strategy of the Total Physical Response: An Application to Learning Japanese. IRAL: International Review of Applied Linguistics, 1965, 3(4), 277 - 289. - An experiment was designed to test Asher's hypothesis of a total physical response, which states that listening comprehension for a foreign language could be accelerated if students were required to emit a response with the entire body. For example, when Ss heard the Japanese utterance "tate", they immediately stood up. Within twenty minutes the morphological and syntactical complexity was increased to the level illustrated by the following example: "Mado ni hashitte itte hon o motte tsukue ni oite isu ni suware (Run to the window, pick up the book, put it on the desk, and then sit on the chair.)" The retention of the experimental group, which responded physically to the Japanese cue, when compared with that of three control groups taught by more traditional methods, tended to be extremely high and significantly better than that of the controls. Journal summary.

6703. Anderson, Barry & Johnson, William (U. Oregon) Two Methods of Presentin, Information and Their Effects on Problem Solving. Perceptual and Motor Skills, 1966, 23 (3 Pt. 1) 851-856. In a perceptual condition (P), information critical to the solution of a problem was presented by means of a simple demonstration; in a verbal condition (V), this same information was presented by means of a short verbal statement; and in a control condition (C), this information was not presented at all. There was a significant linear trend (p. 001) between information condition and solution score such that solution scores for P were higher than those for V, and those for V were higher than those for C. In addition, 80% of the Ss reported using images, and imaging was positively correlated with solution score (r= .55, p= .03) in the P condition and only in that condition. Journal abstract.

3. Training Techniques

Silence preliminary to structuring attempts, and silence due to group satisfaction are well known behaviours. Silence can also be an indicator of many other conditions, and sometimes can block learning. It is important for the trainer to be aware of what kind of silence is occurring.

2996. Slavson, S.R. (Brooklyn State Hosp., N.Y.) The Pheneomenology and Dynamics of Silence in Psychotherapy Groups. International Journal of Group Psychotherapy, 1966, 16(4), 395-404. The phenomenon of silence is considered from the operational approach, from its relation to the ongoing therapeutic process. General individual silences, selective individual silences, general group silences, selected group silences, endogenci vs. imposed silences, iatrogenic sources of silence, and silence as communication are explored. "Therapists need to distinguish the nature and intent of silences and deal with them sensitively...In psychotherapy as well, the alterations in the psychic structure of patients occurs in the periods of silence between sessions when the automatic re-weighting of the inner forces occurs through realignment, introspection, and self-examination... When silence is a means for interruption and blocking communication, it is negative in relation to the ongoing therapeutic process... A therapist needs to be vigilant to silences on the part of individuals or groups, that result from limited intellectual capacities, low comprehension, or constitutional or neurotic emotional flatness." I. Linnick.

A leadership style which is initially autocratic but changing to democratic is indicated.

8829. McDonald, W. Scott, (U. Hawaii) Social Structure and Behaviour Modification in Job Corps Training. Perceptual and Motor Skills, 1967, 24(1), 142-143. 3 types of leadership style were utilized in groups of Job Corpsmen. Permissive leadership was identified as being associated with highest rate of truancy and delinquent acts. The groups with dominant leadership, showed quickest behaviour modification, with the developmental (democratic) leadership showing later (weeks 5-10) gains. A leadership style combining early dominant style characteristics and later by developmental ones is indicated. Author abstract.

Communication activity reduces tension after aggressive confrontation; modelling of calm behaviour by the trainer reduces fears in the group.

13520. Lynch, Mervyn D. (U.Missouri) Avenues for Reducing Tension Produced by Attack on Belief. Journalism Quarterly, 1967, 44(2), 267-275. Findings lend support to the proposition that tension induced through successful attack on beliefs may be reduced somewhat through changes in evaluation of the belief-object, and that communication activity will facilitate tension reduction. Further the proposition that encoding rather than decoding activity has a greater tension-reducing capacity was supported. J.L. Ahlberg.

11846. Geer, James H., and Turtletaub, Alan. (U. Pennsylvania) Fear Reduction Following Observation of a Model. Journal of Personality and and Social Psychology, 1967, 6(3), 327-331. 60 female undergraduates, classified as having high fear or low fear of snakes, were asked to approach a snake twice. Between approaches, 20 Ss observed in the same situation, a confederate who acted quite frightened. 20 Ss observed a confederate who acted quite calmly, and 20 Ss simply waited five minutes between approaches. Using the change in distance from the snake as the dependent variable, high fear Ss approached closer following observation of a calmly acting confederate. The results are discussed in terms of a social learning theory. Journal abstract.

RESEARCH

1. Frameworks and Predictors

8289. Cooper, Joel, Eisenberg, Linda, Robert, John, and Dohrenwend S. (Duke U.) The Effect of Experimenter Expectancy and Preparatory Effort on Belief in the Probable Occurrence of Future Events. Journal of Social Psychology, 1967, 71(2), 221-226. Tests the effect of E. bias on the results of a study by R.B. Yaryan and L. Festinger who found that effortful preparation produced greater expectation of the occurrence of a future event. It was predicted and confirmed that when two sets of Es conduct the experiment, 1 set expecting the Yaryan and Festinger results, and the other expecting the opposite, the results they obtain will conform to their expectations. Author abstract.

11305. Murray, Shawn K., and Brown, Larry T. (U. Alberta) Human Exploratory Behaviour in a Natural Versus a Laboratory Setting, Perception and Psychophysics, 1967, 2(6) 230-232. Two groups of 30 Ss each viewed a series of non-representational patterns varying in 3 physical parameters. For the "natural setting" group the patterns were arranged in a loose-leaf binder and S, unaware that his responses were being recorded, viewed them spontaneously, prior to the "beginning" of the experiment For the "laboratory setting" group, the patterns were presented by means of slides and S, under instructions similar to those used in conventional studies of human exploratory behaviour, controlled the duration of each exposure by pressing a telegraph key. A 4 factor analysis of variance of the viewing time showed that both groups spent the same amount of time examining the patterns and that their viewing times were not differentially affected by any of the pattern parameters. It is tentatively concluded that the "unnaturalness" of conventional laboratory settings may have little effect on human exploratory responses. Journal abstract.

15391. Yalom, Irvin D., and Houts, Peter S., Zimerberg,, Sheldon M., and Rand, Kenneth H., (Stanford U. School of Medicine.) Prediction of Improvement in Group Therapy: An exploratory study. Archives of General Psychiatry, 1967, 17(2), 159-168. 40 Ss beginning out-patient group psychotherapy were studied and therapy outcome was evaluated after one year by a team of investigators who studied the course of therapy and rates of improvement. They calculated correlations between therapy outcome and possible predictor variables which were collected before or in the early weeks of therapy. After 1 yr., 50% of the Ss were still in therapy. Of these, 85% showed improvement. The therapy drop-outs

occurred early in the year and there were practically none after the 20th. meeting when the Ss moved into a stable work phase. Of the variables correlated with eventual patient improvement, only group popularity and cohesiveness appeared promising and deserving of further research. An explanation from an interactional and group dynamic perspective of the possible mechanisms through which popularity and co-hesiveness influence therapeutic outcomes is advanced. (32 ref.) Journal Summary.

7238. Carter, Lewis F., Hill, Richard J., & McLemore, S. Dale. (U North Carolina) Social Conformity and Attitude Change Within Non-Laboratory Groups. Sociometry, 1967, 30(1), 1-13. Attempted to utilize the findings of experimental studies to account for conformity in non-laboratory, small groups. Conformity was examined in 42 training groups of supervisory- level professional nurses. The results suggest that laboratory findings cannot be applied directly to the non-laboratory situation. A model incorporating direction of deviance, change in group norms, and the social context surrounding the group is developed. The findings indicate that at least these variables must be involved to account for conformity in non-laboratory groups. Journal abstract.

15086. Burnes, Alan J. & Keen, Sheldon R. (Boston College) Social Roles and Adaptation to the Community. Community Mental Health Journal, 1967, 3(2) 153-158. Attempt to refine, test, and demonstrate the applications of the Community Adaptation Schedule for assessing adaptation within the psychosocial context defined by contemporary community and mental health theorists and practitioners. Subsequent to formulating an operational definition of community adaptation via test construction, the measure was given to samples of mental health professionals, out-patients and psychiatric hospital patients. It was effective in producing significant differential patterns and scores for the groups on most of the indices, and showed high reliability, predictive value in determining group measurement, and a strong co-variant relationship with a Social Activity Inventory, used as a validation measure.

Love, is a concept frequently used in sensitivity training. This framework suggests methods of measuring and effectively defining this intangible.

15022. Bloom, Martin. Toward A Developmental Concept of Love. Journal of Human Relations, 1967, 15(2) 246-263. Love as a significant human phenomenon spanning the entire life cycle is said to be generally neglected by the social sciences although it is the stock in trade of literature and the arts. As 1 of a series of explorations on love as an important social scientific concept, a brief theoretical framework for the analysis of life-span development is provided, and a conceptual analysis of love is proposed which is systematically connected to the life span analysis. The goal of these explorations is to create a heuristic research framework by which some of the richness and diversity of love may be captured while at the same time being an objective scientific tool. G.E. Rowland.

Following is a suggestion which could produce the major goal for research in sensitivity training in the immediate future - and could make such training an international necessity for human survival.

5838. Hammond, K.Y. (U.Colorado) New Directions in Research on Conflict Resolution, Bulletin of the British Psychological Society, 1966, 19(63), 1-20. Making assumptions about the future explicit is deemed important so that research policies can be criticized from the viewpoint of the assumed future. Without such assumptions, no clear context within which psychological research is to be directed will be provided. It is felt that in the next two decades there will be increasing agreement on ultimate values such as "the dignity of man" but that "conflict between men will be derived from their cognitive differences concerning the means by which physical, biological, and social problems are to be managed so that dignity may be achieved." If this prediction is correct, research on cognitive conflict is the need of the future. V.S. Sexton.

An interesting study with a thought provoking conclusion - needs study with humans!

8589. Lester, David. (Brandeis U) Sex Differences in Exploration of a Familiar Locale. Psychological Record, 1967, 17(1), 63-64. The time taken for deprived and satiated male and female rats to leave their home cages was noted. Females left the cages sooner when satiated than when deprived, whereas males left sooner when deprived. Journal abstract.

PUBLIC ACCEPTANCE

There is considerable criticism of sensitivity training, as outlined in the introduction. Part of the criticism is fear from the unknown, part is from fear of negative results, and considerable criticism stems from lack of clear explanations of what sensitivity training produces in changed behaviour.

1. Significant Changes in Participants and Possible Objectives for Training.

One of the specific publics involved in sensitivity training, is business. Following are some positive and negative reports on success in sensitivity training for management development. The studies indicate that the Blake Grid style of training, which clearly identifies task and people orientations is likely to be most informative about the nature of one's organization (degree of bureaucracy), and most productive in combining the two orientations to produce maximum management development.

7211. Blake, R.R.,& Mouton, Jane S. (Scientific Methods, Inc., Austin, Texas) Some Effects of Managerial Grid Seminar Training on Union and Management Attitudes Toward Supervision. Journal of Applied Behavioural Science, 1966, 2(4) 387-400. A forced-choice questionnaire was used to assess beliefs about supervisory practices among 33 managers and 23 union members participating in 2 1-week managerial grid seminars. The questionnaire was administered before and after training. There were significant differences in beliefs as to what constitutes sound supervision before and after training. Significant changes in attitudes by both groups occurred as a result of the seminar. R. Naar.

9496. Asquith, Ronald H., and Hedlund, Dalva E. Laboratory Training and Supervisory Attitudes. Psychological Reports, 1967, 20(2), 618. The Leadership Opinion Questionnaire and the Supervisory Index were administered to 20 management trainees before and after a special training program which included one-week T group. Only 1 of the 6 sub-tests on both scales showed a significant change. Laboratory training did not produce attitudinal changes in trainees which were detectable by these instruments. Author abstract.

2126. Hall, Richard H., and Tittle, Charles R. (Indiana U.) A Note on Bureaucracy and Its Correlates. American Journal of Sociology, 1966, 72 (3), 267-272. Twenty-five organizations are ranked according to their degree of bureaucratization by the combinations of scores on six dimensions of bureaucracy into a single Guttman scale of bureaucratization. This overall degree of bureaucratization is then found to have a moderately strong association with an organizational concern with objects as opposed to ideas. Less association is found between degree of bureaucratization and the size of the organization, the number of departments, or divisions in the organization, the nature of the official organizational goals, or the extent to which the organization is "people oriented". Journal abstract.

3527. Misumi, Jyuji, & Shirakashi, Sanshiro. (U. Kyushu, Japan) An Experimental Study of the Effects of Supervisory Behaviour on Productivity and Morale in Hierarchical Organization. Human Relations, 1966, 19 (3), 297-307. A 2-step structure of 1st. and 2nd. line supervisors was created in an organization with 3 supervisory types: goal-achievement (P), process maintenance (M), and combined (PM) functions. Ss were 15 male trainees from the Kyushu Postal Administration Employee Training Centre. Results: (1) P, M, and PM styles of 1st. line supervisors were verified by Ss perceptions and observations; (2) no significant differences were found in Ss perception of 2nd. line supervisors; (3) productivity was highest under PM 1st. line supervisors, 2nd. under P, and lowest under M; (4) degree of interest was higher under PM supervisors than P or M; (5) attitudes to supervisors were more favourable under PM than P, but no differences between M and PM; and (6) combination of M and P function proves optimum stimulation for increased productivity and morale. W. W. Meissner.

Several of the products of sensitivity training: improved sense of self-worth; openness to change; the ability to lead effectively in groups; could be well-directed to providing the vital element for change, with respect to the conditions outlined in the following two reports. Sensitivity training is used in the training of many Community Development workers. The second study also makes an incidental point in favour of heterogeneity in the composition of training groups.

8761. Fisher, A. D. Education and Social Progress. Alberta Journal of Educational Research, 1966, 12 (4) 257-267. Higher education and manpower development of the several agencies of the Alberta Indians were examined for the year 1964-1965. The Indians compared favourably to nations making economic progress. Despite advanced education, unemployment was high, approximately 63% Indians do not fit the traditional Anglo-Canadian jobs. The assumption that education is a panacea for economic and cultural disadvantage was not supported. N. M. Chansky.

8759. Bullough, Bonnie. (Cairo U. of Egypt) Alienation in the Ghetto. American Journal of Sociology, 1967, 72(5), 469-478. Two samples of middle class Negro Ss were investigated, 1 group living within the traditional Negro ghetto areas and the other living in a predominantly white suburban area. The integrated Ss (1) expressed fewer feelings of alienation, (2) felt less powerless, (3) scored lower on Srole's Anomie Scale, and (4) tended also to orient themselves toward the mainstream of society rather than just the segregated institutions of the Negro sub culture. It is argued that in the ghetto, alienation takes on a circular characteristic; it not only is a product of ghetto living, but helps keep people locked in the traditional residential pattern. (23 ref.) Journal abstract.

This study makes several points. 1) Change occurs most in participants of three-week labs, rather than two week labs. Significant change keeps occurring up to three months following the lab. This suggests that the trend to 7 and 10 day labs ought to be reviewed, and that follow-up could be productively pursued during the months immediately following training - possibly through several one-day or week-end meetings; active involvement in the training produces significantly greater concept-changes; psychologically-more-perceptive understanding of co-workers is a positive change in trainees.

V2807. Harrison, Roger. (National Training Lab., Washington, D.C.) Cognitive Change and Participation in a Sensitivity-Training Laboratory. Journal of Consulting Psychology, 1966, 30(6), 517-520. Changes in concept preference in interpersonal perception were measured following laboratory training in interpersonal awareness or sensitivity training. The 115 S participants in a training laboratory described co-workers before and after the training, using a modified form of Kelly's Role Repertory Test. Significant changes were found towards use of a greater proportion of inferential expressive concepts compared to concrete-instrumental ones. Changes were slight 3 weeks after training, increasing to significance after 3 months. Significant positive correlations were also found between concept-change and ratings of active involvement in the training. The progressive change, plus the correlation between change and involvement, are interpreted as providing evidence that sensitivity training can affect the abstractness and complexity of concepts in interpersonal perception. Journal abstract.

Management is not the only group interested in the reduction of prejudice and irrational judgement. Churches, governments, and voluntary organizations require this kind of development. The following two studies show that sensitivity training acts to reduce prejudice through increasing acceptance of self.

4497. Rubin, Irwin M. (Mass, Inst. of Technology) Increased Self-acceptance: A Means of Reducing Prejudice. Journal of Personality and Social Psychology, 1967, 5 (2), 233-238. An experiment was conducted to investigate the relationship between changes in individual's level of self-acceptance and his level of ethnic prejudice. The 50 participants of the Osgood Hill summer program in sensitivity training made up the experimental population. One third of this population, randomly selected, served as a control group. On the basis of these before-after data, it was shown that: (1) significant increases in self-acceptance and decreases in prejudice result from sensitivity training; and (2) a significant positive relationship exists between changes in self-acceptance and changes in prejudice. (18 ref.) Journal abstract.

A 1844. Rubin, I. The reduction of Prejudice Through Laboratory Training. Journal of Applied Behavioural Science, 1967, 3 (1), 29-50. The hypothesis was tested that sensitivity training would increase self-acceptance as well as acceptance of others. Acceptance of others was defined as the effective components of the individual's attitude toward different ethnic groups and measured by a 15-item scale of "human-heartedness". It was also hypothesized that those who increase in self-acceptance will increase more in acceptance of others than those who do not change or who decrease in acceptance of self, and that changes in self-acceptance will lead to changes in acceptance of others. The results generally confirmed the hypothesis and suggested that sensitivity training may be a powerful technique in the reduction of ethnic prejudice.

Following is research which clearly outlines the improved decision-making ability of non-dogmatic persons over dogmatic ones. This is a further indication of the solid benefits of sensitivity training to those in positions of leadership and decision-making, whether it be on behalf of a business, an organization, a family, or an individual.

7201. Burke, W. Warner. (National Education Association, Washington, D.C.) Social Perception as a Function of Dogmatism. Perceptual and Motor Skills, 1966, 23 3)Pt. 1) 863-868. Rokeach's Dogmatism Scale was administered twice to 118 college students. For the first administration, Ss were given the usual instructions. Next, Ss were asked to answer the scale as they believed the "average" college student would answer it. The data supported Rabinowith findings with the California F scale. It appeared that S's judgements of the "average" college student, were an individual function of their own dogmatism scores. It was pointed out however, that the findings do not necessarily mean that no-dogmatics and dogmatics have the same degree of interpersonal sensitivity. Recent research with the Dogmatism Scale indicates that non-dogmatics, when compared with dogmatics, are (1) less stereotyped in their thinking, (2) utilize a wider range of information in decision-making, and (3) have higher sensory acuity. Based on the findings of the present study and other research with the Dogmatism Scale, it was further hypothesized that the non-dogmatics are more socially perceptive than the dogmatic person. Journal abstract.

PARTICIPANT SATISFACTION

There is a need to be more selective in arranging participation for human relations training. We know that some are not suited for such training, but we are uncertain what the predictor criteria should be and we are reluctant to ask participants to sign a waiver of damages!

We need to know more about possible training outcome problems, so that we can minimize negative effects.

We need to know a lot more about the prejudices, attitudes and personality types coming to training Who does take training? Are certain kinds of people attracted to it? What do we have to know about individuals to be able to place them in the best kind of training environment?

1. Participant Training and Outcome Problems.

478. Eaton, Joseph W. Mashber haheseg. (The Achievement Crisis: A Theory of Anticipating Some of the "Unexpected" Consequences of Purposive Social Action.) Megamot, 1966, 14(4), 380-388. The attainment of a set goal is generally followed by a period of disappointment, laxity, and disorganization (achievement crisis), largely depending on what preceded achievement. A theoretical model is proposed for predicting the intensity of this crisis by means of 5 variables: (1) suppression of divergent and opposing social roles by those who collaborated in the achievement process; (2) unreality of expectations; (3) attribution of exaggerated charismatic qualities to the leaders of the effort; (4) existence of alternative goals likely to form the basis of consensus after attainment of the main goal, and (5) planning and readiness for the crisis. Several factors had a moderating influence on the achievement crisis following Israel's War of Independence. With the aid of the model it is shown how the 5 variables affected the crisis in Israel, and especially in the Israel Youth Movement. (English summary). H. Ormian.

The use of tests to determine emotional adjustment.

1614. Shiino, Nobuji. (Yamagata U., Japan.) Studies of the Self-Concepts as the Indices of Adjustment. Japanese Journal of Educational Psychology, 1966, 14(3), 37-44. Two experiments were reported which studied the index of adjustment by simultaneously using the discrepancies between present self and Ss perception of self as perceived by significant others, i.e. his friends, mother, and father. In Exp.1, 55 college students were given the Self-differential Scales which resulted in five kinds of self-concept scores, i.e.present, ideal, friends, mother's and father's self. In addition, the Yatabe-Guilford Personality Inventory was administered which yeilded 12 personality scores. 4 discrepancy (1) scores between present self and the 4 other self concepts were computed. Results indicate that all 4 D scores were indices of emotional adjustment. Exp. II compared schizophrenic patients with normal students for each D score. Results indicate that the D scores could be used to indicate and discriminate the normals from the schizophrenics, and that the schizophrenics tend to represent greater discrepancies as aspects of the volition-toughness personality scales. J.C. Moore.

This study raises the possibility that there may be certain kinds of people who are attracted to sensitivity training because of its "laboratory" experimental nature. More research needs to be done to find out if this is so, and if there is a relationship between the kinds of people attracted to training, and the kinds of evaluative judgements they make, and the training experience they have.

11770. Dohrenwend, Barbara S., Feldstein, Sol; Plosky, Joyce, & Schmeidler, Gertrude R. (City College, City U. N.Y.) Factors Interacting with Birth Order in Self-Selection Among Volunteer Subjects. Journal of Social Psychology, 1967, 72(1), 125-128. Analysis of previous studies of the relationship between birth order and volunteering for psychological experiments suggests 2 related hypotheses: when pressure to participate in an experiment is not high and anxiety is aroused, 1st. borns are more likely than later borns to avoid a socially-isolating experiment; 1st. borns are more strongly attracted than later borns to the role of experimental S regardless of the content of the study. Evidence is presented in support of both hypotheses. Confirmation of the latter raises the issue of whether the motivation of the volunteer Ss makes them liable to facilitate E bias effects. Author abstract.

The training process can precipitate breakdowns, where the conditions exist in the personality of the trainee. It is more important that the trainer be able to recognize signs of severe disturbance.

15485. Dean, R.A. et.al. (Ft. Logan Mental Health Centre, Denver, Colo.) Prediction of Suicide in a Psychiatric Hospital. Journal of Clinical Psychology, 1967, 23(3), 296-301. Attempted to find clues in the pre-suicidal behaviour and personality of patients who had committed suicide. A 17 patient matched pair and experimental design was used. The sources of data were an admission form, Behavioural Adjustment Scale, social history form, Mental Status Summary, Opinions About Mental Illness Scale, and a disposition summary. The suicide was described as viewing achievement as the measure of a person's value to himself and to others, resisting accepting personal failure, and is despondent and depressed. Findings were used as the basis for constructing a Suicide Potential Scale which proved to aid in the identification of the patient most likely to commit suicide. E.J. Kronenberger.

2. Understanding Probable Pre-training Prejudices and Ability to Respond to Sensitivity Training, Using Pre-training Group Affiliations as Predictors; Personality Characteristics as Predictors of Response to Sensitivity Training.

1520. Steinmann, Anne, and Fox, David J. (City Coll., City U., N.Y.) Male and Female Perceptions of the Female Role in the United States. Journal of Psychology, 1966, 64(2) 265-276. Previous research, in which 895 American women responded to an objective inventory of Feminine Values, indicated that women perceived themselves and their ideal woman as essentially similar in the area of desired activities and beliefs. Both the ideal and self perception were relatively balanced with the comparable components of intrafamily and extrafamily orientations. However, women perceived men's ideal woman as strongly intrafamily oriented, and significantly more accepting of a subordinate role in the family structure. New data reported herein from a survey of 562 American men, using the same inventory, indicates that men's ideal woman is not significantly different from the woman's own ideal or self perception, and thus significantly more active and self assertive than the ideal woman attribute to them. Author abstract.

1594. Mohan, Jittendra, and Mohan, Vidhu.(Punjab U., Chandigrah, India) Psychologia: an International Journal of Psychology in the Orient, 1965,

8,(4), 218-219. Personality and Variability in Esthetic Evaluation. The esthetic preference for eleven paintings before and after knowledge of the artist's identities was studied on two groups of introverted and extroverted students. The two groups, each consisting of ten male university students, were selected on the basis of their scores on the MMPI. The obtained results indicate a clear significance of the difference of the effect of the knowledge of the artists on the two groups. The extroverts as a group vary more, due to a higher level of suggestibility, after the knowledge of the artists, in comparison to introverts. This offers evidence in support of Eysenck's theory of personality. Journal summary.

11369. Levy, Leon H. (Indiana U.) Awareness, Learning, and the Beneficent Subject as Expert Witness. Journal of Personality and Social Psychology, 1967, 6(3), 365-370. In order to determine the extent to which inferences of awareness in verbal conditioning many be validly derived from Ss replies postconditioning awareness interviews, 16 Ss were given full information about the experiment by a confederate posing as another S before being run in a Taffel verbal conditioning procedure, and compared with 16 uninformed Ss, with respect to their learning and interview behaviour. The two groups did not differ on rate of learning, but did differ on level of performance, with the informed group being superior. In the interview, a significantly larger number of questions were required to elicit reports of awareness from informed than from uninformed Ss, and only 25% of the informed Ss admitted to any form of prior knowledge. The implications of these findings both for the assessment of awareness and for the interpretation of the processes involved in verbal conditioning are discussed. (21 ref.) Journal abstract.

Evidence shows that level of intelligence is directly related to perceived disparity between ideal, real, and social-self concepts.

4416. Katz, Phyllis, and Zigler, Edward. (New York U.) Self-image Disparity: A Developmental Approach. Journal of Personality and Social Psychology, 1967, 5(2) 186-195. Assesses real, ideal, and social-self perceptions of 5th., 8th., and 11th., grade children. The major prediction was that self-image disparity is a function of developmental level. This hypothesis was based on two factors thought to increase concomitantly with maturity: capacity for guilt, and ability for cognitive differentiation. A subsidiary prediction was that measuring instruments most sensitive to the assessment of these factors should maximally reflect developmental changes in self-image disparity. Both the major and subsidiary predictions received experimental support. Self-image disparity was found to be positively related to CA and to Intelligence. This larger disparity in older and brighter children was accounted for by both decreased self-evaluations and increased ideal-self images. (24 ref.) Journal abstract.

Executive level in voluntary organizations has a positive correlation with conformity to group norms.

2818. Tannenbaum, Arnold S., & Bachman, Jerald G. (U. Michigan) Attitude Uniformity and Role in a Voluntary Organization. Human Relations, 1966, 19 (3), 309-322. Attitudinal uniformities among members of 104 Local League of Women Voters organizations were studied by questionnaire. Results support the hypothesis that the higher the rank of a person in a group, the more nearly his activities conform to the norms of a group. Officers are most uniform on relevant attitudes, and inactives least uniform. (26 ref.) W. W. Meissner.

Community size characteristically has a relationship to the appearance of the authoritarian personality.

8757. Photiadis, John D., (Appalachian Centre, West Virginia U.) Community Size and Aspects of the Authoritarian Personality Among Businessmen. Rural Sociology, 1967, 32 (1), 70-77. Examines the relationship between community size and aspects of authoritarian personality, considering this relationship also in the light of religious belief. The findings indicate that community size is related negatively to social distance, conservatism, and the more specific aspects of conservatism that refers to attitudes toward public issues such as the unbalanced federal budget, price support for farm products, soil bank, government intervention in the steel strike and in business, federal aid to education, medical care for the aged, increased social security, and a stronger government in general. However, the relationship between reaction to these issues and size of town is curvilinear. Businessmen in towns of 5,000 to 15,000 are more conservative than those in larger or smaller towns. These relationships were maintained when religious beliefs were held constant.

Trainers can expect hostility from egalitarians towards high status group members.

7228. Lipetz, Milton E., and Ossorio, Peter G. (U. Colorado) Authoritarianism, Aggression, and Status. Journal of Personality and Social Psychology, 1967, 5 (4), 468-472. Ss scoring high on the California F Scale and those scoring low. (N=94) interacted with high or equal-status target persons with and without instigation to aggression. Only the least overt aggression measure (pressure, but not shock intensity or duration) gave consistent results. The major finding was that low authoritarians were more hostile toward high status targets relative to equal status targets, both under conditions of no instigation and instigation to aggress. Reference to contrasting authoritarian and equalitarian ideologies appears to provide a basis for understanding the results. Journal abstract.

Open-minded persons do better at concept-learning tasks, than close-minded persons. Academic performance correlates positively with concept learning ability. Advance explanation of classifications enables dogmatic persons to be more successful during concept learning tasks.

6711. Ladd, Forest E. (Bethany Nazarene Coll.) Concept of Learning in Relation to Open- and Closed-Mindedness and Academic Aptitude. Psychological Reports, 1967, 20(1) 135-142. High and low-scoring Ss on 4 scales of closed-mindedness and the American College Test were compared for proficiency on a concept-learning (CL) task in a study of personal characterisitcs related to individual differences in CL. Scales were the F scale, Dogmatism Scale (D), Intolerance of Ambiguity Scale (IA), and Gough-Sandford Rigidity Scale (R). Ss were 54 introductory psychology students. Conclusions were that: (1) close-mindedness hindered initial adaptation to CL tasks more than capacity to solve CL tasks which come later; (2) when a coming shift in the classification principle is known, close-mindedness does not hinder S in making the shift; and (3) academic aptitude was positively related to CL proficiency. (30 ref.) Journal abstract.

Religious beliefs and attitudes are correlated with prejudice. The four reports on this page show similarity of conclusions and offer strong predictive potential. (A number of studies in this study have linked prejudice with poor learning potential in sensitivity training.)

7221. Allport, Gordon W. & Ross, J. Michael. (Harvard U) Personal Religious Orientation and Prejudice. Journal of Persoanlity and Social Psychology, 1967. 5(4), 423-443. Three generalizations seem well established concerning the relationship between subjective religion and ethnic prejudice: (1) on the average churchgoers are more prejudiced than non-churchgoers, (2) the relationship is curvilinear, and (3) people with an extrinsic religious orientation are significantly more prejudiced than people with an intrinsic religious orientation. With the aid of a scale to measure extrinsic and intrinsic orientation, this research confirmed previous findings, and added a fourth: people who are indiscriminately pro-religious are the most prejudiced of all. The interpretations offered are in terms of cognitive style. (46 ref.) Journal abstract.

11804. Allport, Gordon W. (Harvard U.) The Religious Context of Prejudice. Journal for the Scientific Study of Religion, 1966, 5(3), 448-451. Recognizing 2 tendancies in religion - toward brotherhood and bigotry - an analysis is undertaken in theological, sociocultural and personal-psychological contexts. It is suggested that the extrinsic religious orientation provides the context of prejudice whereas intrinsic religion is the matrix of tolerance. Outlines of empirical studies are projected. O. Strunk.

11806. Feather, N.T. (U. New Lngland, Armidale, Australia) Evaluation of Religious and Neutral Arguments in Religious and Atheist Student Groups. Australian Journal of Psychology, 1967, 19(1), 3-12. Thirty Ss from three student religious groups (Student Christian Movement, Evangelical Union, Newman Society) and ten atheist students judged the logical validity of 24 religious syllogisms and 16 neutral syllogisms. Results indicate that (1) Ss evaluation of the religious syllogisms is influenced by their religious attitude, critical ability, and intolerance of ambiguity; (2) the fundamentalist Evangelical Union group is highest in dogmatism and intolerance of ambiguity and the atheist group lowest; and (3) Ss high in tolerance of ambiguity tend to be relatively low in critical ability.

1532. Guthrie, George M. and Marshall, John F. (Pennsylvania State U.) Cognitive Dissonance among Protestant Fundamentalists. Pennsylvania Psychiatric Quarterly, 1966, 6(2), 11-25. Twenty-six Protestant fundamentalist adults were interviewed using questions designed to elicit conflicts between (1) their religious beliefs, and (2) their behaviour, the evidence of science, and others of their religious beliefs. The resolutions of these frameworks are classified within the framework of Festinger's dissonance theory. Adding consonant items, depreciating the significance of the discrepant information, and discrediting the origin were most commonly employed. All Ss tried to persuade the interviewer to change his views. There was virtually no change in original beliefs as a result of new information. Journal summary.

Some behavioural characteristics and attributes are persistently associated with status positions. Some of these characteristics are of great importance in group interaction, and may not be real for the individuals in the group to whom they are attributed. The trainer can overcome this problem by helping the group to recognize this prejudice, or by instituting anonymity.

11801. Borgatta, Edgar F., and Evans, Robert R. (U. Wisconsin) Behavioural and Personality Expectations Associated with Status Positions. Multivariate Behavioural Research, 1967, 2(2) 153-173. Two parallel studies explore whether positions can be characterized by certain general behaviours and personality traits. 52 status positions, including selected ethnic, occupational, age, sex, and familial categories were ranked and rated on 28 personality and behavioural characteristics by substantial samples of college students. Analysis of these data indicate that some behavioural characteristics and personality traits are consistently attributed to particular status positions, independently of method (rating or ranking) with little or no effects attributable to the five orders of presentation used. Factor analysis of the status positions yeilded five factors for both the ratings and the rankings, 4 of which are interpretable and scored: likeability, defiance, responsibility, and emotionality. The factor structure was related to previous research on characteristics of persons. Profiles of the status positions using mean scores based on these factors plus assertiveness are presented. Journal abstract.

characteristics of persons. Profiles of the status positions using mean scores based on these four factors plus assertiveness are presented. Journal abtract.

> In spite of the information presented in the foregoing section on group prejudices, it is well to keep in mind the conclusion which follows in this report: "the individual is harder to assess than the group."

8830, Mann, J.W. (U. Witwatersrand, Johannesburg, South Africa) Inconsistent Impressions in Assessing Individual Before Group. Psychologica Africana, 1967, 11(3), 143-150. Questionnaires completed by 199 Ss yielded impressions of an ethnic goup that are inconsistent with impressions of an individual selected at random from within it. Most inconsistencies involved intermediate judgements of the individual Judging the group before judging the individual produced fewer inconsistencies than making judgements the other way about. The findings are not explicable in terms of an atmospheric effect; but a workable explanation for most of the inconsistency could be based on the assumption that the individual was harder to assess than the group. Journal abstract.

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